

FINANCE OFFICER TRAINING

**KENTUCKY DEPARTMENT OF EDUCATION
DIVISION OF SCHOOL FINANCE
MARCH 2001**

FOREWORD

The following is an attempt to give guidance to districts, providers, and finance officers on the types of training that will be approved to meet the requirements of HB 668 of the 2000 General Assembly. The requirement of forty-two hours of training every two years brings the finance officer into the same training mode as instructional leaders. This recognizes that the functions of the finance officer are critical to the success of the school district in meeting its goals for student achievement.

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FINANCE OFFICER DEFINED

The finance officer serves as the financial leader of the school district and is responsible, with the assistance of the superintendent, school councils, and other finance staff, for creating a sound financial climate that reflects the district needs and expectations. The finance officer must have an understanding of generally accepted financial practices and of the financial reporting and budget processes recommended by the Governmental Accounting Standards Board and required by the Kentucky Revised Statutes, Kentucky Administrative Regulations, and the Kentucky Department of Education.

ROLE CATEGORY

Finance officers have primary financial reporting and budgeting responsibility for their districts. Effective skills include long-range thinking and integrating district needs with the demands of the community. Knowledge and skill in management strategies, school-based decision making, school law, school finance, professional growth and evaluation of personnel, and developing a shared vision are important to an effective finance officer. He/she must be proficient in all areas that impact the financial climate of the district. Stress and time management are appropriate skills for success in this important role.

STANDARDS FOR FINANCE OFFICERS

A finance officer is an employee who promotes the financial integrity of the district by:

Standard 1

facilitating the development, articulation, implementation, and ownership of a financial plan/budget that is shared and supported by the school board, school councils, and the community, and approved by the Kentucky Department of Education.

Standard 2

advocating, nurturing, and sustaining an environment conducive to professional growth.

Standard 3

ensuring sound management of the financial resources of the district.

Standard 4

collaborating with the superintendent, board, and school councils; responding to their inquiries and needs pertaining to financial reports and the budget.

Standard 5

acting with integrity, fairness, and in an ethical manner.

Standard 6

understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

CORE COMPETENCIES

Evaluating Personnel

Finance officers frequently have a financial staff to assist them in their role. Knowledge pertaining to the process of personnel evaluation is critical. The purpose of evaluating personnel is to assess the effectiveness of performance and products; to promote the continuation of professional competence; to identify areas for professional growth and to assist in making personnel decisions. The evaluation process provides the finance officer the support to change behavior and practice. Employees should be allowed to participate in the development of their performance standards. This encourages open communication and also gives staff a sense of ownership.

Financial Accounting

Finance officers should be proficient in the district financial management system, including payroll, purchasing, budgeting, general ledger, and financial reporting.

Evaluating Financial Data

Finance officers should ensure that financial strategies are aligned with district and state expectations. They should ensure that district budgets reflect decisions made about funding sources and that resources are directed by an assessment of need, a deliberate plan, and consideration of federal and state programs, all of which address student needs.

Finance officers should be able to analyze their district financial data and provide both timely and accurate reports to their respective board, councils, and the Kentucky Department of Education.

Visioning

Belief in the district vision is a key element to its successful fulfillment. The finance officer should feel he/she is a stakeholder in the vision and should communicate this vision among his/her staff giving them a sense of ownership. The vision must reinforce the values and beliefs of the district. Involvement in the creation of the vision provides individuals with the opportunity to create their personal visions that support the district vision.

Communications

Finance officers should possess effective communication skills. He/she must be able to interpret financial data and use the data to identify financial weaknesses and strengths and articulate this information to the board, school councils, and the community. The finance officer must also communicate the vision, mission, and goals of the district to his/her staff.

Expanding Learning

Professional development for the finance officer is essential. Programs selected should be on going and designed to support the district improvement plan. Growth needs for the professional development must be properly identified. All improvement plans should be aligned with the district beliefs, missions, goals and desired results for organizational effectiveness.

TRAINING PROGRAM REQUIREMENTS

Program will:

- Focus on the core competencies in financial and leadership areas.
- Contribute to financial and leadership development.
- Support and link to district plans and goals for financial and individual growth.
- Meet identified standards for approval.
- Adhere to research-based principles of adult learning.
- Reflect current thinking and generally accepted accounting practices.
- Provide for active engagement of participants.
- Extend participants learning, financial, and leadership skills.

Providers must:

- structure a training program designed to improve and maintain the quality and effectiveness of the financial operations in the public school districts of the Commonwealth;
- ensure that training is intensive and designed specifically for finance officers;
- have an established organizational structure or be an affiliate of such;
- develop and submit programs to KDE for approval at least thirty (30) days prior to conducting the program;
- maintain the required records:
 - evaluate every session;
 - track attendance; and
 - award certificates that provide name of session, approval number, hours of credit awarded, and sponsor of the training;
- use qualified trainers;
- conduct training as approved;
- identify the following in all program promotional literature:
 - the two (2) year cycle for which training approval is granted;
 - the core competency area(s) for which training is approved;
 - the targeted stage of professional development of the training; and
 - the approval number assigned by the Department of Education.

PROVIDER PROPOSAL FORM

Proposals must be submitted to the Division of School Finance, 500 Mero Street, Frankfort, KY, 40601, at least **thirty (30) days** prior to the first scheduled program to ensure approval. The Department cannot guarantee proposals submitted after this time will be reviewed for approval. Proposals submitted after training session has occurred **will not** be considered for approval.

Program Title: _____

Program Description (use additional page, if necessary):

Date Provider intends to offer program initially for 2000-2002 cycle: _____

Number of Actual Contact Hours with participants: _____

This program is structured at the stage of professional development checked below. For intensive, long-term programs, it is permissible to check more than one stage.

- _____ Orientation/Awareness (Developing initial knowledge and understanding)
_____ Preparation/Application (Developing skills to begin implementation)
_____ Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
_____ Refinement/Innovation (Modifying for more effective application)

Provider/Presenter: _____

Mail Contact Person (if different from above) _____

Address: _____

City, State, Zip: _____

Phone: _____

e-mail address: _____

1. Identify the **CORE COMPETENCIES** addressed by this program

- | | |
|---------------------------------|-------------------------|
| _____ Evaluating Personnel | _____ Visioning |
| _____ Financial Accounting | _____ Communications |
| _____ Evaluating Financial Data | _____ Expanded Learning |

2. How will the program contribute to a finance officer's development as it relates to the core competencies?

3. This program is aligned with and/or supports the following standards:

4. What research-based principles of adult learning are embedded in the delivery of the program? (e.g., active participation; purposeful, relevant, and/or life enhancing learning experiences; activities based on participants' real-life experiences; learning for the purpose of enhancing real-life situations; motivated from such internal forces as self-esteem)

5. Describe the measurable skills, knowledge, and/or new capacity participants will gain as a result of program participation. (Describe the new learning expected.)

6. What changes in participants' behavior are expected, or what impact on participant practice is expected as a result of attending this program? (How is the new learning expected to be applied?)

7. List all costs to the participant.

8. List trainer credentials or attach a copy of trainer vita.

9. Attach a copy of the complete training agenda and time dedicated to each topic.

10. Provide samples of materials to be used during the session that typify the quality, level, and scope of the program.

11. Attach copy of Session Evaluation Instrument that will be used. The evaluation instrument must evaluate the training in terms of its content, instructional processes, and impact upon the professional behavior of participants.

FINANCE OFFICER TRAINING SCORING RUBRIC

The purpose of this rubric is to serve as a measurement tool for both the program provider and the KDE program evaluator. All programs submitted for approval will be judged using this rubric. Responses from 1,2, & 5 are mandatory; failure to complete these areas will result in immediate denial of approval. Program approval is based upon the provider scoring a minimum 20 of 30 possible points.

#	0	1	2	3
1	No program description.	Program description is unclear and does not identify audience.	Program description is satisfactory.	The program is clearly described to audience.
2	No identification of core competencies.	Competencies are listed but not included in the Finance Officer Core Competencies.	Competencies are identified and reflect Core Competencies	Core competencies is fully identified and reflects one or more Finance Officer standards.
3	The program is not aligned with identified standards.	The standards provided are not identified finance officer standards.	Standards are recognized by KDE as finance officer standards.	Finance Officer standards identified are nationally recognized.
4	No evidence of principles of adult learning theory in program delivery.	Little evidence of adult learning theory in delivery of program.	Principles of adult learning theory are evident. Program minimizes “sit-and-get” method.	Principles of adult learning theory are evident and program is very interactive with participants.
5	No skills, knowledge or new learning is listed.	Skills, knowledge, new learning listed but no evidence of trainer expectation for participants.	Skills, knowledge, new learning listed but no evidence of participant acquisition.	Evidence of the skills, knowledge, and/or new learning participants are expected to acquire is provided.
6	No attempt to identify impact on practice or change in behavior from participant is expected from this training.	Minimum impact on practice or change in behavior from participant is expected from this training.	Moderate impact on practice or change is expected from participant due to this training.	Major changes in practice and/or changes in behavior is expected from participant as a result of attending this training.
7	No sample materials and/or activities provided.	Sample materials provided but do not typify quality, level, & scope of program.	Sample materials satisfy scope of program.	Samples of materials, which typify the quality, level, & scope of the program are provided.
8	Trainer identified by name only.	Trainer’s name and job title provided.	Trainer’s vita is provided.	Trainer’s vita & evidence of conducting previous sessions are provided.
9	No agenda is attached.	Agenda is not clear and no time lines are attached.	Agenda is clear in content and purpose.	Agenda is descriptive and supports core concepts.
10	No evidence of program assessment.	Program evaluation given but does not focus on new knowledge or how it will be used.	Program assessment focuses on outcomes but doesn’t require how they will be used.	Assessment of training outcomes focuses on participant’s gain of new knowledge and transfer of knowledge.